



County of San Francisco

Willie Lewis Brown, Jr.  
Mayor

Human Rights Commission

Contract Compliance  
Dispute Resolution/Fair Housing  
Minority/Women/Local Business Enterprise  
Lesbian Gay Bisexual Transgender & HIV Discrimination

Marivic S. Bamba  
Executive Director

**≡ Investigation into the Needs of  
Lesbian, Gay, Bisexual, Transgender,  
Queer and Questioning Youth**

**Findings and Recommendations  
Approved December 12, 1996**

DOCUMENTS DEPT.

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## FINDINGS

The Human Rights Commission, having conducted a public hearing on September 26, 1996 on Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Youth, and having considered verbal and written testimony, hereby finds:

1. LGBTQ youth often face severe isolation, harassment and discrimination.
2. A crisis still exists in San Francisco and in every city where society continues to discriminate against LGBTQ people of all ages, and transphobia, biphobia, homophobia, and heterosexism is rampant and can affect any and every young person regardless of their sexual orientation or gender identity.
3. The ability of participating LGBTQ youth to help plan this public hearing and testify before the Commission is a testament to their own courage. For many LGBTQ youth, discrimination, stigmatization, and oppression continue to silence them from participating in events such as this hearing.

### Youth and Schools

4. LGBTQ students who receive adequate resources, services, and support at school from teachers, administrators, staff, and student alliances report that they gain confidence, pride, and self-esteem. Unfortunately, the majority of LGBTQ students report that they receive inadequate or no services, support, and/or resources from public and private schools.
5. Nationally 45% of gay males and 20% of lesbians experience verbal or physical assault in high school. Studies have failed to provide statistics regarding verbal and physical assault against bisexual and transgender youth. 28% of lesbian, gay and bisexual youth who experience verbal or physical assault based on their sexual orientation are forced to drop out of high school because of the harassment they experience.
6. Lesbian, gay, and bisexual youth are two to three times more likely to attempt suicide than heterosexual youth because of societal oppression and discrimination. Studies have failed to provide statistics regarding transgender youth suicide. There have already been a number of suicide attempts in the San Francisco Unified School District during the current 1996-97 school year.
7. In 1990 the San Francisco Unified School District ("District") created the Office of Support Services for Gay, Lesbian, and Bisexual Youth (renamed the Office of Support Services for Sexual Minority Youth) within the School Health



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Department. This program has been a national model for serving the pressing needs of sexual minority students.

8. The Office of Support Services has created a curriculum to encompass education issues, counseling concerns, healthy sexuality development, substance abuse prevention, violence reduction, personal and social skills development, and HIV education; the Office has also implemented curriculum training, sensitivity workshops, and designated a gay/lesbian sensitive adult in every high school and middle school in the District.
9. The Office of Support Services is currently staffed at 1.2 FTE to meet the diverse and comprehensive needs of all LGBTQQ youth in all high schools and middle schools in the District. This current level of staffing does not meet the overwhelming needs of LGBTQQ youth in schools.
10. There is one designated "lesbian and gay" sensitive adult at each school site in the District. These adults are resources for students who are coming out or want to discuss LGBTQQ issues. However, a student in the District interacts with numerous teachers, staff, and administrators every day at school. All students, including LGBTQQ students, have the right to feel safe with each and every teacher, staff person, and administrator with whom they interact during the course of the day, not just the one designated "sensitive" adult.
11. A teacher's obligation to teach students includes the responsibility to make classrooms and schools a safe place for all students, including LGBTQQ students, to be able to learn.
12. Currently, there is no LGBTQQ resource person for the 76 elementary schools in the District. The dangerous doctrines of homophobia, biphobia, transphobia, and heterosexism are taught to children from a young age through a pervasive litany of social outlets, which sometimes include media, schools, family, churches, and peers. Education which addresses these hateful doctrines and aims to change institutions and attitudes needs to occur at an early stage.
13. Violence is a pervasive problem in the schools for all students. LGBTQQ students continue to feel unsafe at school, as do children of LGBTQQ parents. These students are often afraid to even check out books that deal with LGBTQQ issues from the school library. Targets of violence also include "feminine" boys and "masculine" girls who may or may not be LGBTQQ.

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14. Parents and families that are LGBTQQ report that their children continue to face harassment in the schools. Reports of harassment have included ridicule, verbal attacks, threats of violence, and physical assaults.
15. The demand for support services for LGBTQQ youth has increased as the Office of Support Services has done more outreach within the schools. These demands have been for more staff and basic educational materials.
16. The school district's anti-slur policy is not enforced consistently. Teachers and administrators who fail to discipline or curtail verbal assault and harassment based on sexual orientation or gender identity enable offending students to create a hostile environment for all students, especially students who are, or are perceived to be, LGBTQQ. When a student calls another student a "faggot" or a "dyke," and a teacher doesn't do anything about it, they are effectively instructing all students that homophobia is an acceptable social value.
17. There is a perceived lack of sensitivity on the part of some administrators, faculty, staff, and students regarding LGBTQQ youth issues.
18. Homophobic, biphobic, and transphobic members of the community continue to oppose valuable school efforts to educate students about LGBTQQ issues. This has resulted in a dramatic reduction of requests for presentations by groups such as Community United Against Violence, a community-based agency which provides school-approved classroom presentations and speakers on lesbian and gay issues. Of the 41 high schools and middle schools in the District, only 14 schools had these kinds of presentations during the 1995-96 school year.
19. Approved curriculum for presentations in schools does not yet include information about transgender lives and issues. This contributes to the invisibility of transgender people in society. Further, the needs of students who identify as transgender or who may be questioning their gender identity are effectively excluded from these lessons.
20. School-related activities, such as social events, social organizations, school dances, that are heterosexual, homophobic, biphobic, and/or transphobic, can alienate LGBTQQ students from participating and being a part of the school community.
21. Some administrators have discouraged the presentation of District-approved displays regarding LGBTQQ youth and their issues.





22. LGBTQQ adults in the school system who come out regarding their sexual orientation and/or gender identity can become a valuable source of support for LGBTQQ students. Many LGBTQQ faculty, staff, and administrators are not able to come out because they are afraid of losing their jobs, being harassed, or being subjected to administrative penalties.
23. Services and materials regarding LGBTQQ issues exist only in English. This excludes LGBTQQ students who do not speak English or who are more comfortable speaking about personal issues in another language.
24. The availability of sensitive counselors and the training for counselors is insufficient to meet the overwhelming needs of LGBTQQ students. Overall, the ratio of counselors to students in the District is unacceptably low.
25. Many students in the District have not been exposed to family diversity lessons in the classroom, even though they have been approved for the curriculum. Family diversity includes, but is not limited to, gay parents, lesbian parents, bisexual parents, transgender parents, adoptive parents, one-parent families, extended kinship relationships, cooperative child raising, and families with disabled members.
26. LGBTQQ students and parents report that it is often difficult to report incidences of harassment or assault based on sexual orientation or gender identity. Students and families are not given a clear grievance procedure. One parent who went to the Dean of a school was told that her gay son, who was being harassed and assaulted, should consider transferring to a different school.
27. LGBTQQ youth and children of LGBTQQ families can be stigmatized when the schools require a permission slip to discuss LGBTQQ issues or when LGBTQQ issues are disproportionately discussed only in health classes. Requiring a permission slip sends a message to all students and families that LGBTQQ issues are embarrassing or abnormal.
28. The SFUSD expressed its desire to reaffirm and strengthen its commitment to LGBTQQ students. Subsequent to the hearing, the School Board passed a resolution, "Meeting the Needs of Lesbian, Gay, Bisexual, and Transgender Students" on October 22, 1996.
29. The Parents Teachers Association were invited but did not attend the Hearing. The PTA stated that they did not have anyone with expertise on the matter and could not add to the discussion. The Commission is disappointed and troubled



by the dangerous neglect of addressing the needs of LGBTQQ youth demonstrated by the PTA.

30. Many LGBTQQ youth attend City College, and other colleges, universities, licensing and certification programs in the City. These students also need support and services to ensure safe environments for learning.

#### Family, Housing, and Shelter

31. A disproportionate number of homeless youth are LGBTQQ. Any attempts to address the needs of homeless LGBTQQ youth must examine the specific issues of LGBTQQ youth as well as the general issue of homelessness as a social problem.
32. A major cause of homelessness and "runaway" LGBTQQ youth is the inability of the family to deal with the young person's sexual orientation or gender identity. In the home this can take the form of harassment, emotional abuse, physical abuse, sexual assault, rejection, or kicking the young person out of the home. Programs that lack a component to deal with the family virtually ignore one of the main root causes of homelessness.
33. LGBTQQ youth reported that their parents rejected them due to their sexual orientation and/or gender identity. Physical and verbal abuse by parents is a common response.
34. Although youth almost always have some conflict with the families they were raised by, for LGBTQQ youth these conflicts are often overshadowed by the chronic stress of disapproval and discrimination because of their sexual orientation or gender identity.
35. This added layer of chronic stress may result in youth leaving home before they have the emotional and practical support to do so. Without a supportive introduction to the realities of adult living, LGBTQQ youth are at high risk for being extremely vulnerable as they make their way into the adult world.
36. Religion and spirituality can play both positive and negative effects in the lives of young people. When religion plays a negative role in the lives of LGBTQQ youth, it can contribute to feelings of alienation from the family and community of LGBTQQ youth.



37. LGBTQQ youth who are homeless are in particular need because services and programs in schools and youth service agencies do not directly address their needs.
38. LGBTQQ youth of color and LGBTQQ youth with children of their own are often overlooked and underserved by family, housing, and shelter programs
39. Many homeless LGBTQQ youth live in the Polk Street area, North of Market; however, homeless LGBTQQ youth also live in other parts of the City.
40. Many LGBTQQ youth face rental discrimination. Even when an LGBTQQ young person has gone through the process of legal emancipation, they encounter difficulty from landlords who do not want to rent to someone under 18. This is in addition to the hardship that young people have in amassing the reserve finances necessary for move-in costs, such as first and last months rent, security deposit, and cleaning deposit.
41. Transgender youth particularly face heavy employment discrimination because of the way employers react to their gender identity and/or appearance.
42. The employment needs of young women are often overlooked. When sexism is compounded with homophobia, biphobia, and transphobia, young women who are LGBTQQ are at high risk for discrimination.
43. Insufficient job training and independent living opportunities exist in the City for LGBTQQ youth, leading many LGBTQQ youth to prostitution or drugs.
44. Police impose a \$300.00 fine for a first time prostitution pickup. For a young person who cannot find a job, the only recourse to paying the fine is additional sex work or going to jail.
45. LGBTQQ youth are sometimes housed in substandard hotel or motel rooms that have not been inspected by the City's code enforcement mechanisms (the Department of Public Health and the Bureau of Building Inspections). This poses health and safety violations of the rights of LGBTQQ youth.
46. The Department of Human Services operates a specialized teen unit that works with homeless youth, including LGBTQQ youth, and the Homeless Youth Network. Other collaborations exist between Larkin Street Youth Services and the Department of Public Health/Special Programs for Youth and the School



District. These programs still cannot meet the needs of this growing population of homeless youth.

47. Many LGBTQ youth use non- LGBTQ specific housing and shelter programs. These spaces are not safe for LGBTQ youth without LGBTQ information integrated into the images, materials, and curriculum of all programs, regardless of whether the program is specifically designed for LGBTQ youth.
48. Housing and shelter for young adults (18-25) are important since many LGBTQ youth ages 18-25 may not feel comfortable going to adult shelters, and they are no longer eligible to receive services from Department of Social Services as youth.
49. There are currently no shelters designated specifically for LGBTQ youth aged 18-25 who are homeless in San Francisco. There is only one privately owned group home, established in 1995, that serves LGBTQ youth aged 13-18. This group home can only accommodate 6 youth.
50. The housing and shelter needs of LGBTQ youth are linked to other needs, such as outreach, nutrition, shelter (emergency, transition, stable independent), job training/placement, continuing education/GED preparation, substance abuse treatment, suicide prevention, HIV prevention, and access to health clinics.
51. There are insufficient numbers of LGBTQ foster homes available for homeless LGBTQ adolescents. There is also a need non-LGBTQ foster families that are safe and supportive for LGBTQ youth.

#### Health and Mental Health

52. An erroneous message often sent to LGBTQ youth is that there is something wrong with them that needs to be fixed or cured. The social problems that need to be dealt with are transphobia, biphobia, homophobia, and heterosexism, not the sexual orientation or gender identity of the young person.
53. LGBTQ youth in stressful living situations can benefit from having a counselor or therapist they can trust. A good counselor enables a young person to defend himself or herself against abuse that stems from present conditions and past abuse. Present conditions may include poor housing, poverty, racism, ageism, transphobia, biphobia, and homophobia. Past abuse includes damage to the young person's self image and esteem from growing up LGBTQ as well as the often-serious and unresolved conflicts they have with their families.





54. LGBTQQ youth who are isolated and alienated are denied opportunities to socialize with one another and other youth in supportive and empowering ways. LGBTQQ youth who are given the opportunity to interact with one another through support groups, rap groups, and other community involvement programs have a stronger sense of well being and improved mental health.
55. LGBTQQ youth are up to three times more likely to attempt suicide than heterosexual youth. Up to 30% of completed youth suicides annually are committed by LGBTQQ youth.
56. In California, AIDS is the #1 cause of death among young men aged 15-24, with disparate impact on gay and bisexual males. There are no statistics available on the effects of HIV/AIDS on transgender youth.
57. The needs of transgender youth at risk for HIV are often overlooked by funders and service providers in their allocation of resources.
58. Gay and bisexual men have thus far been the primary prevention target audience in the City's funded HIV prevention outreach to LGBTQQ youth. HIV and AIDS also affects women, including lesbians and bisexual women, and transgender people.
59. The needs of young women at risk for HIV are often overlooked by funders and service providers in their allocation of resources.
60. Many transgender youth find it difficult to find health care providers who are sensitive to their needs. Often, these transgender youth will forego routine checkups because of the lack of sensitive health care providers.
61. Many young women and youth of color find it difficult to find health care providers who are sensitive to their needs. Often, these young women will forego routine checkups because of the lack of sensitive health care providers.
62. Current barriers that LGBTQQ youth face when they try to access counseling and health care are prohibitive costs, insensitive providers, inadequate/insufficient facilities and services, and the stigmas attached to being LGBTQQ.
63. The psychiatric profession abuses LGBTQQ youth through the diagnosis of Gender Identity Disorder. Since homosexuality was removed from the Diagnostic and Statistical Manual as a pathology, mental health professionals have turned to Gender Identity Disorder to pathologize and institutionalize LGBTQQ youth. This is exacerbated by the ease with which parents can



voluntarily commit their children to mental institutions and abusive outpatient treatments.

64. LGBTQQ youth need to have adult role models that convey positive messages about LGBTQQ people. Adults who are role models or mentors for LGBTQQ youth should not have to encounter legal problems that arise out of erroneous stereotypes about homosexuality and pedophilia.
65. The use of alcohol, tobacco, and other legal and illegal drugs is a reality that many LGBTQQ youth face. Often, LGBTQQ youth are not receiving the education and support needed to cope with issues of prevention, dependency, abuse, and addiction.
66. Substance abuse and residential programs in the city do not adequately meet the needs of LGBTQQ youth.

#### Youth Services

67. LGBTQQ youth have unique needs in addition to many of the same needs of all other youth. These overwhelming and diverse needs cannot be met with just a handful of agencies.
68. LGBTQQ youth live or are homeless in every neighborhood in San Francisco, not just the Castro or the Tenderloin. LGBTQQ youth also access services that are not LGBTQQ-specific. Therefore, youth service agencies and programs that are located outside the Castro and the Tenderloin, or that are not specifically designated for LGBTQQ youth still need to address the needs of LGBTQQ youth.
69. Many LGBTQQ youth who are under 18 years old have not come out about their sexual orientation or gender identity for a host of reasons. In order to provide a safe and affirming environment for these young people, agencies and programs must address the needs and promote the well being of young people of all sexualities and gender identities.
70. Transgender youth experience significant employment discrimination when they apply and interview for jobs due to their gender identity and/or appearance. If they are able to find a job, many transgender youth continue to be harassed and treated with contempt by employers, supervisors, and coworkers.



71. In addition to homophobia, biphobia, transphobia, sexism, and racism, some LGBTQQ youth also face economic, language, accessibility for disabled persons, and family barriers when trying to access youth service programs.
72. San Francisco has youth service agencies and programs that provide LGBTQQ youth much needed support and services. LGBTQQ youth need more places to stay, counseling, support, recreation, and opportunities to meet and relate with one another.
73. LGBTQQ youth have been resourceful in getting to service providers, but transportation costs and isolation in particular neighborhoods create gaps in the actual provision of services to some youth.
74. Services for young adults (18-25) are important since many LGBTQQ youth aged 18-25 may not feel comfortable going to adult service agencies and are also excluded from youth programs.
75. Current programs for LGBTQQ youth of color that are collaborative, peer-run, and multi-gender are models for further youth programming.
76. The Mayor's Office for Children, Youth, and Families currently funds five agencies and two collaboratives. But LGBTQQ youth have diverse needs that cannot be met with just a handful of agencies or programs.
77. The Mayor's Office for Children, Youth, and Families did not have statistics regarding whether LGBTQQ-specific allocations are proportional to the population of LGBTQQ youth in San Francisco.
78. When society and family have not been accepting, some LGBTQQ youth have found support, love, and opportunities to grow through programs which provide them safe and supportive opportunities to meet with one another.
79. LGBTQQ youth need safe spaces for recreation and social activity throughout the city. The mission of the Department of Recreation and Parks is to provide sports, art, games, and safe spaces to hang out in the afternoon, evenings, and weekends. Recreation and Parks has designated the Eureka Valley Community Center as the "lesbian and gay" safe space in San Francisco.
80. Recreation and Parks currently funds one 0.5 FTE position for "lesbian and gay" programming. There is no mandatory LGBTQQ sensitivity training for Recreation and Parks staff and volunteers. There is no summer camp program for LGBTQQ-identified youth.



81. Recreation and Parks has had a policy against using the word "queer," even if LGBTQQ youth decide to use it in an affirming sense.
82. Issues of youth employment are linked to issues of education, low-income economic status, immigration, homelessness, health and mental health, food, and transportation.
83. The Beacons Center in Visitacion Valley is funded to provide a host of afterschool enrichment programs and recreation. Beacons also operates a family resource center, conducts outreach in 5 languages, and collaborates with the Police Department, San Francisco State University, City College, the YMCA, the Red Cross, and Recreation and Parks to provide substance abuse counseling, in-home tutors, ESL classes, homelessness prevention, and cultural activities.
84. There are currently no active or proactive programs for LGBTQQ youth at the Beacons Center in Visitacion Valley. The Beacons Center only treats "lesbian and gay" youth through the health and mental health components of its Healthy Start program.
85. YMCA of San Francisco does not operate a program for LGBTQQ youth in San Francisco. YMCA-SF does operate a Gay and Lesbian Teen Intervention program that offers counseling, schools outreach, and youth services outreach to youth in San Mateo County.
86. Mentoring and intergenerational programs for LGBTQQ youth can promote support and confidence. Out, LGBTQQ adults can be positive role models that play a critical role in the lives of LGBTQQ youth.
87. The LGBTQQ communities currently provide insufficient services for LGBTQQ youth.

#### Juvenile Justice

88. Statistics indicate that a low number of youth identify themselves as LGBTQQ in the juvenile justice system and in Juvenile Hall. This is because the Juvenile Justice system and Juvenile Hall are not safe places for LGBTQQ youth to come out. Out LGBTQQ youth often experience harassment from other youth and staff.





89. The San Francisco Police Department has a youth program that involves recreation, cultural activity, mentoring programs, and tutorial programs for youth throughout the City. In 1995, the program served 27,000 youth in San Francisco. Information is unavailable regarding the number of LGBTQ youth involved in the program. Many young people have negative perceptions of the police stemming from interactions where officers demonstrate ageism, racism, and discrimination based on language ability.
90. The Police Department recently named an officer to be the Department's gay and lesbian community liaison.
91. Many of the LGBTQ youth who enter the juvenile justice system do so by committing crimes of need, such as stealing or prostitution for survival.
92. Many youth who enter the juvenile justice system for hate-related crimes have committed offenses against LGBTQ people.
93. LGBTQ youth who have gone through Juvenile Hall report discriminatory treatment by staff and homophobia, biphobia, and transphobia from other youth in the system. Staff concedes that sometimes special arrangements, for example with separate showering, are made to protect the youth from danger. Protective policy decisions can nonetheless have stigmatizing effects that need to be weighed.
94. Juvenile Hall's general policy is to mainstream LGBTQ youth with other youth, unless an issue arises which requires special assignment to a small, separate unit for the best interests of the young person.
95. Incoming Juvenile Hall youth are given a packet which includes information on LGBTQ staff people who are "out" and accessible in the system, as well as information about LGBTQ programs outside the system that they can go to when they leave.
96. LGBTQ youth who are also immigrants or with limited or no English ability face multiple barriers to services.



## RECOMMENDATIONS

In response to the issues and needs of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Youth found upon consideration of verbal and written testimony of the September 26, 1996 public hearing the Human Rights Commission, hereby recommends:

### Youth and Schools

1. Mandate that a plan be constructed to provide sensitivity trainings for all elementary, middle, and high school faculty, staff, and administrators in the San Francisco Unified School District.
2. Work with private schools in order to protect the rights of enrolled LGBTQQ student.
3. Conduct on-going, on-site training of administrators and faculty, especially LGBTQQ-sensitive designated adults, on the active and proactive management of LGBTQQ issues, free of transphobia, biphobia, and homophobia.
4. Include, as applicable, into administrator and teacher annual performance reviews the following:
  - a. Appropriate and consistent enforcement of the District's anti-slur policy;
  - b. Effective implementation of LGBTQQ-inclusive curriculum;
  - c. Implementation of all district policies that protect against discrimination on the basis of gender identity and or sexual orientation for students, faculty, staff, and administrators; and
  - d. Fulfillment of obligation to make the classroom and school building a safe place for LGBTQQ youth to learn.
5. Increase the accountability and responsibility of each school to insure that LGBTQQ youth and children of LGBTQQ families are safe to learn in that school by including their concerns in every Safe School plan.
6. Provide a safe environment so that students, staff, teachers, and administrators can come out without fear of reprisal or harassment.
7. Require total enforcement of the District anti-slur policy, including the addition of gender identity and sexual orientation as a category on incident report forms.
8. Add gender identity as a protected category in all non-discrimination policies and procedures applying to all students in the District.



9. Designate incidents of harassment, assaults, and slurs based on gender identity and sexual orientation as sexual harassment and bias crimes.
10. Make it easy for students to fill out slur violation forms and mandate a census by every District school to compile information on policy violations that will be sent to the Youth Commission. Teachers should be held accountable for not enforcing the slur policy in their classrooms.
11. Clarify and broadly disseminate grievance procedures for handling sexual harassment and bias crimes based on sexual orientation and/or gender identity. Procedures should be clear, in youth-friendly language, translated into different languages, and posted around every school site. The procedure must clearly designate the appropriate persons for students to call for a response to their complaint or grievance.
12. Implement a system for tracking hate-related verbal and physical violence against LGBTQQ students in the schools, including an annual summary of incidents of slurs, harassment, and assaults made upon the basis of sexual orientation and gender identity.
13. Distribute information for victims and perpetrators to students, teachers, and families that makes clear the consequences of hate-related verbal and physical violence against LGBTQQ youth.
14. Continue efforts to educate and counsel perpetrators of hate crimes and violators of the anti-slur policy; include greater outreach by on-site teachers and administrators, and usage of materials combating homophobia, biphobia, and transphobia in all of its manifestations in the schools.
15. Strengthen and improve information and dissemination of school grievance procedures for LGBTQQ students who have suffered harassment, discrimination, and/or slurs based on their sexual orientation and/or gender identity.
16. Increase funding to address LGBTQQ youth needs to ensure the District:
  - a. Establishes a minimum level of staffing for permanent and ongoing support services for LGBTQQ youth, regardless of grant funding;
  - b. Proactively makes available and displays books, posters and visuals for LGBTQQ youth, including LGBTQQ youth of color, and books in different languages addressing LGBTQQ issues;



- c. Expands the services of the Office of Support Services for Sexual Minority Youth to meet the diverse and comprehensive needs of all LGBTQQ students;
  - d. Prioritizes and allocates a LGBTQQ resource person for elementary schools in the District;
  - e. Ensures that peer counselor programs reflect the diversity of LGBTQQ students, including bisexual and transgender representation; and
  - f. Expands its capacity to translate materials for LGBTQQ youth into other languages.
17. Continue supporting programs for students who have come out or are trying to come out by supporting LGBTQQ student groups and/or LGBT/Straight alliances on each campus; develop opportunities for LGBTQQ youth to meet other LGBTQQ youth in safe and affirming environments.
  18. Develop effective methods for students, parents, counselors, teachers, and administrators to address LGBTQQ youth issues and concerns, both informally and through the school administration.
  19. Ensure that information regarding access to the designated "sensitive" teacher is distributed and posted for students in a safe way so that students can seek and receive information without fear of harassment. These designated sensitive teachers should be safe for transgender, bisexual, and questioning students, not just lesbian and gay students.
  20. Continue to offer training and support to LGBTQQ teachers, administrators, and counselors, and other staff who want to be additional resources to LGBTQQ students.
  21. Mandate that LGBTQQ-positive information be displayed at every campus in such a way that won't be turned down.
  22. Expand and improve curriculum to address the experiences of LGBTQQ youth. Teachers should present positive images of LGBTQQ people in the classroom and discuss alternative family configurations.
  23. Encourage the development of curriculum, programs, and presentations regarding bisexual and transgender lives and issues.
  24. Integrate LGBTQQ issues across disciplines including, but not limited to, social studies, language arts, science, and health.





25. Ensure that all school-related activities, such as social events, social organizations, school dances, are free of heterosexism, transphobia, biphobia, and homophobia.
26. Take advantage of National Coming Out Day and Pride Week to celebrate the accomplishments of LGBTQQ people, honor LGBTQQ history, and recommit to protecting and respecting the rights and lives of LGBTQQ people living today.
27. Designate at least one professional development day per year for dealing with LGBTQQ curriculum and issues.
28. Encourage working with the Parents Teachers Association to address LGBTQQ issues. For example, develop workshops which would enable the PTA to designate at least one meeting per year to address LGBTQQ issues, such as information and discussion of safety in the schools, and the anti-slur, nondiscrimination, and harassment policies and procedures.
29. Encourage the PTA to develop policies that support LGBTQQ students and families and implement sensitivity trainings for officers.
30. Expand outreach to the parent and family community, including parents and siblings of LGBTQQ students, LGBTQQ parents of students, and other parents.
31. Disseminate educational information to parents of students in the District regarding issues of LGBTQQ youth. This could either be a part of the newsletter sent to parents or via direct mail.
32. Continue, and expand where necessary, to provide academic, vocational, and counseling assistance to at-risk LGBTQQ students.
33. Continue to promote student health by addressing suicide prevention, substance abuse prevention, and safer sex education.
34. Expand collaborations with programs that provide LGBTQQ speakers to present programs regarding LGBTQQ issues at District schools. Establish a goal to get LGBTQQ speakers into every high school and middle school in the school district, such that every student has an opportunity to attend. Once there is a resource person for LGBTQQ issues in the elementary school, age-appropriate LGBTQQ speakers should make presentations in the elementary schools.
35. Support school functions, such as family picnics and get-togethers, that celebrate and support LGBTQQ students and families.



Family, Housing, and Shelter

36. Implement sensitivity trainings of LGBTQQ issues for all housing and shelter personnel receiving funds from the City. Expand City funding to hire and train LGBTQQ youth who will be central to the development and implementation of these trainings. Recruit a committee, also including LGBTQQ youth, that will oversee the development of these trainings.

Trainings should include, but not be limited to: issues of homophobia and biphobia (the fear or hatred of LGBTQQ people, and the manifestations of this fear and hatred), heterosexism (the belief that heterosexuality is superior to homosexuality and bisexuality, and the manifestations of this belief), and transphobia (the fear and hatred of people who are transgender).

37. Implement protocols and procedures that ensure all youth housing and shelter programs will be safe and affirming environments for staff and youth who are LGBTQQ.

These protocols and procedures should include, but not be limited to:

- a. A statement of non-discrimination, including sexual orientation and gender identity as protected classes;
  - b. Assurances of safety for LGBTQQ individuals;
  - c. A department plan to deal with staff and youth that are beginning to realize that they are LGBTQQ; and
  - d. A checklist of how to actively and proactively integrate LGBTQQ issues into housing and shelter program materials. For example, LGBTQQ-sensitive questions on intake forms and LGBTQQ posters and periodicals in waiting rooms.
38. Increase City programs to meet the housing needs (including emergency, shelter, and transitional housing programs) of LGBTQQ youth. Create and adapt programs that are sensitive and address the specific housing needs of LGBTQQ youth aged 18-21, who currently must access adult services.
39. Encourage and strengthen programs that allow LGBTQQ Youth to be placed in foster care, housed, or adopted by LGBTQQ or other LGBTQQ-sensitive adults.
40. Develop housing programs and services that address the needs of women, particularly lesbian, bisexual, transgender women, and women of color.



41. Ensure that all youth housing and shelter programs will be a safe environment for transgender youth. In addition to statements of non-discrimination based on gender identity, there should be distinct rooms to house transgender youth, assurances of safety for individuals that are transgender and/or gender questioning, and a plan to deal with staff and youth that are beginning to realize they are transgender and/or gender questioning.
42. Develop City programs that provide emergency housing services to youth. Services should include emergency housing money for youth, housing referrals, housing assistance programs, and housing services and money for youth seeking emancipation.
43. Convene a task force to determine the need and feasibility of group homes in the City for LGBTQ youth. Youth must be an integral part of this task force which ultimately can help develop city-funded group homes and housing programs for LGBTQ youth. The task force would also be comprised of community members, non-profit agencies, and housing programs.
44. Mandate the Department of Human Services to ensure that group homes are sensitive to the needs of LGBTQ youth.
45. Develop City-funded services that focus on dynamics within the family to address the needs of homeless LGBTQ youth.
46. Provide sensitivity trainings on the issues of LGBTQ youth to organizations that provide family dispute resolution services.
47. Prohibit rental discrimination against minors who have been legally emancipated.
48. Recognize the special needs of homeless LGBTQ youth through routine inspection of housing (both permanent and temporary) where homeless youth are placed; creating a special division for homeless LGBTQ youth issues within the health department; and increasing the focus on hotels where homeless youth may be placed.
49. Support the efforts of the Department of Human Services to recruit LGBTQ and LGBTQ-sensitive foster and adoptive homes for adolescents.



50. Convene a task force to determine the need and feasibility of establishing a service to address the unique needs of LGBTQQ adolescents, including foster care placement.
51. Support the establishment of a network of support groups for LGBTQQ youth, including foster placements.
52. Support collaborations with other Bay Area counties regarding LGBTQQ youth issues so that similar programs and supportive services are implemented and available in all Bay Area counties.
53. Encourage and support collaborations between Department of Human Services' Specialized Teen Unit, the Homeless Youth Network, and other agencies providing services to LGBTQQ youth and/or homeless youth.
54. Investigate and ensure that City funding for LGBTQQ youth that are homeless is commensurate to the percentage need of LGBTQQ youth to the general youth population.
55. Recognize that fining youth for prostitution may simply drive the young person to do more sex work to pay the fine. Investigate alternative methods of dealing with young prostitutes, including community service, job training, and placement.
56. Recognize that homophobia, biphobia, and transphobia can be forms of emotional abuse inflicted on children and youth. This recognition can be used by Child Protective Services in working with a family where a LGBTQQ child is abused by a homophobic, biphobic, or transphobic parent.
57. Encourage agencies to respect and protect the privacy of LGBTQQ youth. LGBTQQ youth should have physical privacy as well as the right to decide not to discuss their sexuality and/or gender identity.
58. Ensure that the needs of LGBTQQ youth of color and youth with children of their own are addressed by housing and shelter programs.
59. Support and encourage the positive aspects of religion and spirituality in affirmation and respecting of human lives. Discourage the use of homophobia, biphobia, transphobia, and heterosexism by religious and spiritual service providers that will have a negative effect on LGBTQQ youth and families.





### Health and Mental Health

60. Implement sensitivity trainings of LGBTQQ issues for all City-funded health care providers, including hospitals, clinics, therapists and schools. Expand City funding to hire and train LGBTQQ youth who will be central to the development and implementation of these trainings. Recruit a committee, also including LGBTQQ youth, that will oversee the development of these trainings.

Trainings should include, but not be limited to: issues of homophobia and biphobia (the fear or hatred of LGBTQQ people, and the manifestations of this fear and hatred), heterosexism (the belief that heterosexuality is superior to homosexuality and bisexuality, and the manifestations of this belief), and transphobia (the fear and hatred of people who are transgender).

61. Implement protocols and procedures that ensure that all health/mental health programs for youth will be safe and affirming environments for staff and youth who are LGBTQQ.

These protocols and procedures should include, but not be limited to:

- a. Statements of nondiscrimination, including sexual orientation and gender identity as protected classes;
  - b. Assurances of safety for LGBTQQ individuals;
  - c. A plan to deal with staff and youth beginning to realize they are LGBTQQ;
  - d. A checklist of how to actively and proactively integrate LGBTQQ issues into program materials. For example: LGBTQQ-sensitive questions on intake forms and LGBTQQ posters and periodicals in waiting areas.
62. Increase the accessibility of counseling, medication, and medical care for LGBTQQ youth.
63. Broadly advertise programs that are currently available. Place brochures and posters targeting the health/mental health needs of LGBTQQ youth in waiting rooms, schools, and community boards in all youth service provider offices and community areas.
64. Support efforts to focus on and address the specific health/mental health needs of transgender youth, LGBTQQ youth of color, and lesbians and bisexual young women.
65. Increase funding for programs that serve and support HIV-positive youth.



66. Expand HIV prevention efforts to reach all LGBTQ youth, not just gay men. Support prevention efforts that also provide services to LGBTQ youth who are HIV negative.
67. Sex education should be open and respectful regarding sexual interactions among LGBTQ persons.
68. Mandate education regarding Gender Identity Disorder diagnosis, which must not be used to pathologize and institutionalize LGBTQ youth. The medical establishment should limit the diagnosis to pre- or post-operative transsexual adults.
69. Spend no City funds, directly or indirectly, on treatments or programs which use GID diagnosis to "treat" actual or perceived homosexuality, bisexuality, transsexualism, or transgenderism.
70. Address the high incidence of attempted and completed suicides among LGBTQ youth and youth affected by HIV. Develop support and suicide prevention programs specifically addressing the emotional risk of these youth. Strengthen suicide prevention programs to address the needs of at-risk LGBTQ youth.
71. Convene a task force to assess the need and feasibility of a recovery program for LGBTQ youth, including a sub-program targeting HIV-positive 18-25 year olds. The program would include but not be limited to a recovery program, vocational and educational rehabilitation, and assisted living and housing. The task force steering committee should be staffed by queer youth and should work with existing programs, such as Walden House, Larkin Street Youth Center, and Bay Positives.
72. Support and create peer programs that encourage the development of role models and community for LGBTQ youth.
73. Encourage the Department of Public Health to proactively implement a media campaign to raise the visibility of healthy LGBTQ youth, especially HIV-positive youth, youth of color, young women, and transgender youth.
74. Encourage all religious institutions to examine their effect on LGBTQ youth, especially negative effects, silence, or apathy towards LGBTQ youth.



75. Encourage all religious institutions to see LGBTQ youth as having many aspects of their lives related to their sexual orientation or gender identities, and to cease concentrating on LGBTQ youth's sexual practices.
76. Encourage religious institutions to celebrate LGBTQ lives, and to publish literature against discrimination and violence towards LGBTQ youth.
77. Encourage prevention and treatment efforts that address drug, alcohol, tobacco, and other substance use and abuse
78. Ensure services for victims of rape and sexual abuse are safe and affirming places for survivors who are LGBTQ.

#### Youth Services

79. Implement sensitivity trainings of LGBTQ issues for all agency staff and youth clients of youth services programs funded by the City. Expand City funding to hire and train LGBTQ youth who will be central to the development and implementation of these trainings. Recruit a committee, also including LGBTQ youth, that will oversee the development of these trainings.

Trainings should include, but not be limited to: issues of homophobia and biphobia (the fear or hatred of LGBTQ people, and the manifestations of this fear and hatred), heterosexism (the belief that heterosexuality is superior to homosexuality and bisexuality, and the manifestations of this belief), and transphobia (the fear and hatred of people who are transgender).

80. Create personnel and agency policies and procedures that develop a Plan of Action to ensure that all youth service agencies (especially non-LGBTQ-identified) will be safe and affirming places for LGBTQ staff and youth.

The Plan should include, but not be limited to:

- a. Statements of non-discrimination, including sexual orientation and gender identity as protected classes;
- b. Assurances of safety for LGBTQ individuals;
- c. An agency plan to deal with staff and youth that are beginning to realize that they are LGBTQ; and
- d. A checklist of how to include LGBTQ issues and visibility to agency materials. For example, LGBTQ-sensitive questions on intake forms and LGBTQ posters and periodicals in waiting rooms.



81. Develop a grievance procedure for LGBTQ youth to be able to complain against any City agency that is intolerant or condoned action that led to violence. The Human Rights Commission can be identified as the agency to contact to make complaints or to get information. Information gathered by the Commission can be used as a record for contract compliance. Proof of non-discrimination should be a condition of funding.
82. Require that City-funded youth services, housing, juvenile justice, and relevant programs demonstrate positive attitudes and proactive services for LGBTQ youth. This demonstration should be part of any assessment for new or continued funding.
83. Require that every youth agency's need assessment include the issues and needs of LGBTQ Youth. Every department should complete an audit of LGBTQ youth needs.
84. Investigate and ensure that City funding (including Mayor's Office for Children, Youth, and Families) for LGBTQ youth agencies and programs is at least commensurate with the percentage of LGBTQ youth to the general youth population, while recognizing that LGBTQ youth may have higher needs than some non-LGBTQ youth populations.
85. Develop a needs assessment for LGBTQ youth through MOCYF that includes, but is not limited to, the following areas: mental health/health services, accessibility of services, academic needs, job training programs, and recreation/social services.
86. Establish a committee to develop and conduct a city-wide LGBTQ youth service plan based on the results of the needs assessment. Members of this committee should include youth, community based organizations, City agencies, City officials, and community members.
87. Evaluate the implementation and quality of services and policies for LGBTQ youth through regular assessments of appropriate and relevant agencies (which may include ones that are adult or non-LGBTQ specific) receiving City funding.
88. Ensure youth and services providers access to resources, including the City-funded Resource Guide, and other needed materials.
89. Require all Department of Recreation and Parks sites to become safe spaces for LGBTQ youth throughout the city, not just at the Eureka Valley Recreation Center. Mandate LGBTQ sensitivity trainings for all Parks and Recreation





staff. Increase Parks and Recreation staffing to at least a 1.0 FTE administrative level LGBTQQ resource person. Ensure that summer camp programs are safe spaces for LGBTQQ youth, designating one such camp for LGBTQQ-identified youth.

90. Change the "lesbian and gay" programs and site names of Recreation and Parks and the YMCA to include "bisexual" and "transgender."
91. Implement protocols and procedures that ensure that all Beacons Centers are safe spaces for LGBTQQ youth and that these centers proactively address the needs of LGBTQQ youth. Expand the collaborative efforts of the Beacons Centers to include agencies that serve LGBTQQ youth.
92. LGBTQQ youth programs should not arise solely out of health or mental health interventions.
93. Integrate LGBTQQ services, resources, and issues into the training and referrals for the City's proposed Youthline. Adult and youth staff of the Youthline should include openly LGBTQQ people.
94. Investigate and prohibit employment, housing, and public accommodation discrimination targeted specifically at transgender youth due to their gender identity and/or appearance.
95. Support youth service programs which recognize and try to overcome, economic, language, and family barriers that LGBTQQ youth may face.
96. Support the continued and additional funding of programs for LGBTQQ youth of color that are collaborative, peer-run, and multigender.
97. Support initiatives to create safe spaces for LGBTQQ youth throughout the city to meet and relate with one another.
98. Promote programs that connect youth with their history, culture, and community through positive, structured relationships with LGBTQQ adults and elders. Recognize the critical role that adults play in the lives of LGBTQQ youth by supporting and funding mentoring and intergenerational programs.
99. Support programs that promote youth employment within the context of other social issues such as homelessness, health/mental health, food, and transportation.



100. Provide free transportation passes to youth to facilitate access to services throughout the city.
101. Change definition of sexual orientation in the Administrative Code to: actual or perceived homosexuality, bisexuality, or heterosexuality.
102. Encourage the LGBTQQ communities to create and expand programs, services, and spaces for LGBTQQ youth, including employment, education, and recreational programs.

#### Juvenile Justice

103. Implement sensitivity trainings of LGBTQQ issues for all Juvenile Justice personnel, including police officers of every rank, non-profit personnel, and Probation Officers dealing with youth. Expand City funding to hire and train LGBTQQ youth who will be central to the development and implementation of these trainings. Recruit a committee, also including LGBTQQ youth, that will oversee the development of these trainings.

Trainings should include, but not be limited to: issues of homophobia and biphobia (the fear or hatred of LGBTQQ people, and the manifestations of this fear and hatred), heterosexism (the belief that heterosexuality is superior to homosexuality and bisexuality, and the manifestations of this belief), and transphobia (the fear and hatred of people who are transgender).

104. Implement protocols and procedures that ensure that the Juvenile Justice system will be a safe and affirming environment for staff and youth who are LGBTQQ.

These protocols and procedures should include, but not be limited to:

- a. A statement of non-discrimination, including sexual orientation and gender identity as protected classes;
- b. Assurances of safety for LGBTQQ individuals;
- c. A department plan to deal with staff and youth that are beginning to realize that they are LGBTQQ;
- d. A checklist of how to integrating LGBTQQ issues into department materials. For example, LGBTQQ-sensitive questions on intake forms and LGBTQQ posters and periodicals in waiting rooms;
- e. Assign designated safe person for LGBTQQ youth going through the system.



105. Youth Guidance Center policies that treat LGBTQQ youth differently from other youth should be evaluated. YGC should maintain policies that serve valid safety purposes. Stigmatizing and isolating policies that serve no valid safety purpose should be eliminated.
106. Ensure safe and affirming environments for LGBTQQ youth placed out-of-home (e.g., group homes, residential programs, foster and adoptive homes). Develop a screening process for foster and adoptive parents to ensure they will be safe and affirming with LGBTQQ youth.
107. Establish a committee to develop and conduct a needs assessment of LGBTQQ youth within the Juvenile Justice System. Members of this committee should include youth, community based organizations, the Youth Guidance Center, the Probation Department, City officials, community members, and representatives of the Youth Commission, Delinquency Prevention Commission, and Juvenile Justice Commission. The assessment should include, but not be limited to, the following areas: the difficulties of LGBTQQ Youth in the juvenile system, the needs of LGBTQQ Youth, existing and needed mental/health services, and accessibility of services.
108. Develop and implement ongoing education programs for youth inmates. These programs should address such areas as respecting diversity, developing tolerance, homophobia, biphobia, heterosexism, and transphobia.
109. Develop a city-funded counseling and education program for all individuals convicted of hate violence. All youth convicted of hate crimes, particularly those convicted of physical attacks on LGBTQQ individuals should be required to participate in this program as a prerequisite for release. Due to the low rate of conviction of hate crimes, counseling should also be a pre-condition of release for reduced sentencing or plea bargaining where the original charge was hate-related.
110. Ensure that LGBTQQ Youth escaping abusive and or non-accepting households are classified within the juvenile justice system as abuse survivors. Currently, they are charged with the status offending crime of running away and labeled "juvenile delinquent."
111. Implement protocols and procedures to ensure that the Youth Guidance Center will be a safe environment for transgender youth. These protocols and procedures should include statements of non-discrimination, assurances of safety for individuals that are transgender and/or gender questioning, a



department plan to deal with staff and youth who are beginning to realize they are transgender and/or gender questioning, and assigning an adult who will be safe and affirming to LGBTQQ youth.

112. Create mentoring/outreach/tutorial programs for LGBTQQ youth designed for delinquency prevention. Allocate police officers, YGC personnel, or those with hands-on experience in the Juvenile Justice system that are "out" or sensitive to the needs of LGBTQQ Youth to implement and staff the program.
113. Hold "know your rights" trainings to provide LGBTQQ youth information about their individual rights in the Juvenile Justice system. Trainers should be law students, teachers, attorneys, or peers that have significant knowledge of and experience with the particular problems LGBTQQ youth face in the Juvenile Justice system.
114. Develop a grievance procedure that enables LGBTQQ youth to complain and know they have the right to complain, if they are the victims of LGBTQQ-related mistreatment within the Juvenile Justice system. Complaints filed against an agency can be used as negative criteria for renewal of the contract or project.
115. Expand the name of the Police Department's lesbian and gay community liaison to include "bisexual and transgender."
116. Hire openly LGBTQQ staff at the Youth Guidance Center.







